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ABSTRACT

The purpose of the research project was to determine the effectiveness of a comprehensive career orientation program in increasing awareness of self and of career opportunities in students of rural areas. Conducted with grades 7 and 8 in LePera school in Parker, Arizona from May 1973 to October 1974, the program provided occupational information and concrete experiences which were designed to enhance student self-awareness. Career class activities were ungraded and were coordinated with the regular classroom curriculum. The SRA Career Awareness Survey Two was given as a pretest and posttest to show the amount of growth or regression in career awareness. The results indicated an increase in awareness of the world of work. Greater self-awareness, as evidenced through teacher observation, was demonstrated by students at the program's conclusion. The report includes an outline of the curriculum, the survey instrument, and tabulated test results. (NJ)

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# FINAL REPORT

## LEPERA CAREER ACTIVITY PROGRAM

Conducted Under
Part C of Public Law 90-576

(VT-102-174)

MAR 7 1975

CE005349

Mr. Max E. Truby
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October 11, 1974



MAR 6 1975

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PERIOD COVERED: May 1, 1973 to October 1, 1974

PROBLEM:

Students in rural areas are not aware of the many different career opportunities. If students were provided with a comprehensive program, will their career awareness increase or decrease; will students enhance their self-awareness?

OBJECTIVES:

1. The seventh and eighth grade students of LePera School will demonstrate a greater knowledge of the world of work by being exposed to a wide number of career opportunities through the use of film strips, pamphlets, 16 mm films, lectures, etc.
2. The seventh and eighth grade students of LePera School will enhance their self-awareness by taking part in concrete experiences. Students will be able to relate positively to career experiences. No grades will be given in career classes nor will regular classroom pressures be imposed. Every student will experience success.
3. The instructional staff will enhance their competencies in integrating career education into the existing curriculum by meeting every two weeks to discuss what is being done in career classes. With this information, classroom teachers could then coordinate classroom activities and career classes. A weekly report will be required. A bulletin composed of all written reports will be distributed to each classroom teacher.

BRIEF PROJECT DESCRIPTION

ORIENTATION:

The SRA Career Awareness Survey II was given to one hundred seven seventh and eighth grade students in early September, 1973, as a pre-test. (Appendix D)

One hundred seven seventh and eighth grade students were given an orientation to the world of work.

Classroom teachers used filmstrips, cassette tapes, books, pamphlets, and films to orientate students to the variety of career classifications.

Following the orientation teachers administered the Kuder E General Interest Survey. This instrument was used to identify ten general interest areas. (Appendix A)

From this identification of ten general interest areas, teachers developed classes to be used in a career program. A class schedule was designed by the teachers, and students were enrolled according to their interest area. (Appendices B & C) The community was surveyed for possible volunteers. There were several responses and three people were recruited. One worked in the teacher education class; one organized a school newspaper class; and the third was an aid in the homemaking classes. These parents worked in the program from October, 1973, to May, 1974. These people had very good rapport with students and were very successful in the program.

There were no grades given in any of the career classes. There were no pressures such as in a regular classroom. The idea was stressed that every student would have success.

Teachers met bi-monthly in order to coordinate activities to achieve the aforementioned goals. Teachers planned the following concepts for each of the classes.

HOME ECONOMICS

HOMEMAKING:

1. Preparation and serving of simple meals
2. Table settings

3. Cleanliness--personal and in preparation of foods

4. Understanding recipes--measurements
   Terms: creaming, beating, kneading, etc.

5. Safety in type of equipment

SEWING:

1. Understanding basic construction processes

2. Selecting pattern size

3. Measuring for pattern size

4. Reading body measurements chart

5. Selection and cost of materials

6. Care and use of sewing equipment

7. Learning to mark and cut patterns

8. Use of different cutting shears

9. Using the sewing machine

10. Pressing

11. Studying different pattern symbols

12. Sewing different kinds of seams

13. Zippers

14. Making and finishing the facings

15. Fitting and alteration of garments

16. Sewing of hooks, eyes, snaps, buttons, etc.

17. Machine and hand hems

18. Modeling

SMALL ENGINE MECHANICS

RECIPROCATING ENGINE:

1. Breakdown of four-cycle engine

2. Breakdown of two-cycle engine

3. Cleaning and maintenance of spark plugs

4. Adjusting and selecting of spark plugs

5. Function of coil

6. Coil trouble shooting

7. Timing of points

8. Adjusting of points

OX-ACETYLENE WELDING:

1. Safety measures

2. How to set up cylinders

3. How to set up regulators

4. Selection and maintenance of tip

5. Welding--mild steel, brazing, heating, and cutting

ARC WELDING:

1. Safety measures

2. Principles of operation

3. Polarity

4. Selecting rod and types of metals

5. Welding procedure

WOODS

1. Safety measures

2. Nomenclature of hand tools

3. Squaring up a board

4. Lumber and sizing

5. How to make joints

6. How and when to use various fasteners

7. How to use dowels

WOODS--Continued

8. Finishing wood--preparation, stain, sealers, finish coat, polish

9. Repairing old furniture--matching wood and finish

TEACHER EDUCATION AIDES

1. Grading systems in workbooks, papers, etc.

2. Individualized instruction--one to one

3. Playground supervision

4. Physical education

5. General classroom activities

6. Arts and crafts--bulletin boards

LEATHER TOOLING

1. Design

2. Leather tools

3. Preparation of leather

4. Business operation

5. Personnel--skilled labor, supervisors, accountants, salesmem, advertising, public relations

GENERAL BUSINESS

1. Indexing and filing

2. Practice on ten-key and full-key adding machines

3. Visits to the school offices to observe filing process and work on duplicating machines

4. Make application for social security numbers

5. Practice on answering telephone and taking messages

6. How to apply for a job

7. Visit to junior college data processing department

8. Introduction to bookkeeping

TYPING

1. Learning of basic keyboard
2. Operation of typewriter
3. Typing of business letters and envelopes, postcards
4. Typing carbon copies

PHOTOGRAPHY

1. Develop skill in taking pictures
2. Acquire knowledge to develop negatives
3. Acquire knowledge to print pictures
4. Relate photography as a business--taking group pictures, developing and selling
5. Demonstrate cost, profit and loss

DESIGN

1. Knowledge of tools--craft files, knives, brushes, clamps, etc.
2. Knowledge of materials--paints, sprays, glues, etc.
3. Models and their design
4. Modification (students original plans) of present models
5. Design and construction of students original models

At the end of the year the SRA Career Awareness Survey II was administered in May, 1974. (Appendix D) A tabulation was made of the results to find the gain and/or loss in career awarenesss between the pre- and post-test. In most all areas there was an increase in awareness. (Table 1)

TABLE I

OBJECTIVE I Recognize and rank, in referred order, a list of impersonal factors to consider in evaluating occupations.

TABLE I (continued)

OBJECTIVE I (continued)

| ITEM | % Gain | % Loss |
|---|---|---|
| 3. | 16.7 | |
| 4. | 8.9 | |
| 5. | | 5.0 |
| 6. | 1.4 | |
| 7. | | 5.8 |
| 8. | 18.5 | |
| 14. | 15.4 | |
| 29. | 9.6 | |
| 32. | 6.5 | |
| 33. | 12.2 | |
| 34. | 8.6 | |
| 35. | 4.2 | |

OBJECTIVE II Recognize in themselves and others various personal characteristics that differ among individuals and are related to job performances and satisfaction.

| ITEM | %Gain | % Loss |
|---|---|---|
| 2. | 10.4 | |
| 15. | | 19.9 |
| 16. | 12.7 | |
| 17. | 22.3 | |
| 18. | 5.6 | |
| 19. | 20.0 | |
| 20. | 10.5 | |
| 21. | | 1.6 |

OBJECTIVE III Relate specific occupations to some larger grouping with a "common thread" yet recognize the diversity of skills and educational backgrounds needed in the occupations within major categories.

| ITEM | % Gain | % Loss |
|---|---|---|
| 1. | 14.2 | |
| 9. | 14.6 | |
| 10. | 15.8 | |
| 11. | | 2.1 |
| 25. | 23.7 | |
| 26. | 22.3 | |
| 27. | 21.4 | |
| 28. | 8.4 | |

TABLE I (continued)

OBJECTIVE IV Show evidence of decision-making ability, acceptance of responsibility and preferences among job related values.

| ITEM | % Gain | % Loss |
|---|---|---|
| 23. | 14.7 | |
| 24. | 12.9 | |

EVALUATION:

The SRA Career Awareness Survey II was given to show the amount of growth or regression in career awareness. (Appendix D) This test was given as a pre-test in September, 1973, and as a post-test in May, 1974. Personnel from the Yuma County Career Education Program and the project director evaluated the integration of career education into the school curriculum.

EVALUATION COMMENTS

GOAL I. To increase the students awareness to the world of work.

To evaluate the above stated goal the SRA Career Awareness Survey II was given as a pre-test in September, 1973, and again as a post-test in May, 1974. (Appendix D) Table I indicates the gains and losses. On Table I it is evident that there is a significant gain in the objective of the test. There were losses within the item analysis of the test.

Question 15--Which of the following is probably most important in getting a job?

A. How much you can and want to do.

B. How easy you are to get along with

C. How much education you have

D. What you're interested in

E. Who you know

We found most of the answers students gave to question number 15 was "C". Most all of the materials used stressed education. All of the instructors in our classes also placed emphasis on the amount of education students should try to obtain. Thus, it is assumed that the loss can be attributed to the kinds of materials used and the amount of emphasis teachers placed on higher education.

Use the following list of jobs to answer questions 3-8

A. Banker

B. Doctor

C. Policeman

D. Railroad engineer

Question 5--Which job is held by the most people?

A. B. C. D. E. Can't tell

Question 7--Which job usually pays the most?

A. B. C. D. E. Can't tell

A possible explanation for the loss in both of these questions could be attributed to the lack of emphasis on job market availability and on salaries.

There were significant gains as shown in the item analysis of the test.

Question 25--A woman was a salesclerk, then a sales supervisor, and then a store manager. This shows that she:

A. Has changed her line of work

B. Doesn't really know what she wants

C. Is probably in the wrong job

D. Is moving up in her line of work

E. Has many interests

One reason for the increased correct response for question twenty-five was that the leather class was organized on a promotion business basis. Students were promoted to managerial positions as they became more proficient and responsible in their work. The staff evaluated the increase/decrease in student self-awareness through subjective observations of students' behavior, increased interest in career classes and curriculum, and general attitude.

Another possible explanation is that many of the materials used for orientation illustrated the promotion aspects of a business. In most all instances where there was a moderately high gain in correct answers--questions 16, 19, 26, 27, 33--there was a very high correlation between orientation material and number of correct answers given. (TableII)

Another possible reason for the high gain was that the orientation material was used continuously throughout the program.

TABLE II

CORRELATION OF AUDIO-VISUAL AIDS TO SRA CAREER AWARENESS SURVEY II
All the listed materials were purchased with project monies.

| RELATED QUESTIONS | MATERIALS |
|---|---|
| 2, 6, 8, 14, 16, 23, 24 | Developing Basic Values |
| 1 | The Foods We Eat |
| 21, 32 | Automotive Mechanic |
| | Reptr/Auto Mechanic |
| | Long Haul Truck Driver |
| 9 | Air Attendant/Truck Driver |

10.

TABLE II (continued)

| RELATED QUESTIONS | MATERIALS |
|---|---|
| 2, 16, 23, 24, 25, 26. 27, 33 | Foundations--Occupational Planning |
| 3, 4, 5, 6, 7, 8, 14, 15, 16, 26, 27, 33 | Job Opportunities Now |
| 2 | Learning to Use Sewing Machine |
| 20 | Bookkeeping Process |
| 10 | Woodworking Stat. Power Tools |
| 10 | Basic Tools for Woodworking |
| | Typewriters |
| | Typing/ Dictating and Transcribing |
| | Basic Electrical Principles |
| | Law and Enforcement |
| | Law in Action |
| 32 | Jobs in Mechanical Work Booklet |
| 1, 10, 14, 21 | Jobs in Outdoor Work Booklet |
| 3, 10, 14 | Jobs in Technical Work Booklet |
| 14, 25 | Jobs in Selling Booklet |
| 14, 25 | Jobs in Clerical Work Booklet |
| 3, 14, 19, 25, 26, 27, 29 | Jobs in Education |
| 9, 14, 35 | Jobs in Social Work |
| 14 | Jobs in Science |
| 10 | Jobs in the Building and Construction Trade |
| 9 | Jobs in Health Booklet |
| 1, 33 | Jobs in Agriculture Booklet |
| | Jobs in Art Booklet |

11.

TABLE II (continued)

| RELATED QUESTIONS | MATERIALS |
|---|---|
| 1 | Jobs in Unusual Areas Booklet |
| | Jobs in Professional Home Economics |
| 1, 3, 4, 5, 6, 8, 14, 17, 33 | Job in Your Future |
| 2, 3, 6, 10, 14 | Your Abilities |
| 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35 | WORK Kit, 1972 Revision |
| 1, 2, 3, 9, 12, 14, 18, 19, 20, 21, 25, 27, 35 | Keys Career Exploration Program |
| 3, 7, 9, 10, 14, 16, 17, 19, 25, 26, 27, 32, 33 | Kuder E Career Booklet |
| 1, 2, 4, 6, 7, 10, 14, 17, 18, 19, 20, 21, 29, 33 | Choosing Your Career |
| 14, 21, 23, 24 | Dropping Out |
| 9, 11 | Jobs and Gender |
| 1, 2, 3, 4, 5, 6, 7, 8, 9, 14 15, 17, 19, 20, 21, 29, 33 34, 35 | Preparing for Jobs of the 70's |
| 11, 14, 23, 24, 33 | Why Work at All? |
| 10, 14 | What's It Like? |
| 2, 3, 5, 8, 10, 14, 16, 19, 23, 24 | World of Work Set I |
| 3, 6, 7, 8, 10, 16, 17, 18, 19, 33 | World of Work Set II |

GOAL II. The seventh and eighth grade students of LePera School will enhance their self-awareness by taking part in concrete experiences. Students will be able to relate positively to career experiences. No grades will be given in career classes nor will regular classroom pressures be imposed. Every student will experience success.

The program director and teachers were unable to locate an adequate instrument to measure individual self-awareness. In place of a standardized instrument the teachers made subjective evaluations of the increase or decrease of students' self-awareness, based on increases/decreases of enthusiasm and work output.

The instruments suggested in the original report (Kuder E General Interest Survey and the Armed Services General Classification Survey) were not used as tools to measure self-awareness because they were not designed for this intention. An attempt was made to design a self-awareness instrument for use in this project, but it was determined that its validity would be questionable because of its lack of norming.

GOAL III. To enhance the instructional competencies in integration of career education to the existing curriculum.

This goal was accomplished by teachers meeting bi-monthly discussing the concepts, skills, and activities they were teaching in career classes. After each meeting teachers had a basic idea of what activities were being accomplished in each of the career classes. Teachers then would coordinate their career class activities with their regular classroom situations.

Teachers also became personally aware of careers because of their involvement in the program. As the program director visited various core curriculum classes, it was observed that the teachers were integrating content from the career classes into the regular classes through discussions, special reports and research.

An example of such an activity is as follows:

The reading instructor for seventh and eighth grade students also taught teacher education in the career program. In one of the career staff meetings she became aware of two students who were interested in soccer. The two boys were in her regular reading class, and also in the career teacher education class. The teacher did the following:

1. Her reading class discussed soccer.
2. The boys read newspaper articles and three library books concerning soccer.
3. Both boys gave oral and written reports in the reading class. (This involved the use of the library.)
4. The students made lesson plans.
5. The students taught one third-grade class and one fourth-grade class how to play soccer properly.

This exemplifies that the career education classes did carry through to the regular classroom situation.

The program director visited each one of the career classes frequently. He also directed each of the group meetings. The director and the staff coordinated the total program through the group meetings. Two staff members of the Yuma County Career Education Program made career classroom visitations. There was no formal evaluation made by this team. However, there were informal conferences with each teacher indicating the strength and weaknesses of his respective career class Teachers prepared a synopsis of pertinent information relating to career classes. The project director disseminated this information to all other staff personnel.

DISSEMINATION OF RESULTS:

A copy of the final report will be sent to the following:

1. Staff members
2. Parker School District #27
3. Yuma County Career Education Association
4. State Research Department

SUMMARY:

It is felt that the orientation materials played a most important part in providing information to students in rural areas. It is important to consider that these orientation materials were used throughout the program. Teachers' attitude, enthusiastic approach, and increased interest in students, grew significantly throughout the program.

A problem that was encountered was that under a Mini-Grant Research Project there are no monies available to purchase equipment. To have a program designed such as this program, it is most important to its success, to have monies available for equipment. It seems ridiculous to rent equipment when the rental fee is equal to or exceeds the selling price of the equipment. More volunteers were not available because of the low-income rural area in which the school is located. Field trips would have enhanced the success of the program, but were cancelled because of the energy crisis.

RECOMMENDATIONS:

The following recommendations were made:

1. It is highly recommended that schools of rural areas become involved in such a program.
2. Careful consideration should be given to evaluation instruments to be used in such a program.

3. It was felt that some of the evaluation instruments that were used in this project had no national norms and the validity would be questionable. Also the measurement of self-awareness is most difficult to measure. It was discovered that there was no adequate instrument commercially made with norms to measure self-awareness.

4. Teachers attitude plays a most important part in the success of this program. Should a program have an uncohesive staff the success of the program would be limited.

5. Parents should be involved in the program. They play a very important roll in this type of program.

CONCLUSION:

Few studies dealing with awareness and attitude ever afford the luxury of conclusions based on widely accepted irrefutable facts. This study is no different. Despite the fact that attitudinal measurements are imprecise, there were a number of accepted assumptions which caused this research study to be feasible. For those reasons, conclusions have been drawn from only the most obvious findings of the study. In light of the above, the following conclusions are stated:

1. Students of rural areas increase their awareness of the world of work as evidenced in the increase of percentage of correct responses on the SRA Career Assessment Inventory II. (Appendix D)

2. Students of rural areas demonstrate a greater self-awareness as evidenced through teacher observation.
3. Instructional staff can integrate career education into core curriculum.

## APPENDIX A

Percentage of students in each of ten general interest categories (self choice and test indicated), as measured by Kuder E General Interest Survey.

| | | |
|---|---|---|
| 1. | Outdoor | 18% |
| 2. | Mechanical | 10% |
| 3. | Computational | 7% |
| 4. | Scientific | 9% |
| 5. | Persuasive | 12% |
| 6. | Artistic | 7% |
| 7. | Music | 1% |
| 8. | Literary | 5% |
| 9. | Social Service | 19% |
| 10. | Clerical | 12% |

APPENDIX B

Career Activity Schedule, Fall, 1973

CAREER ACTIVITY ENROLLMENT Fall, 1973

| TEACHER | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Mrs. Olafson | SEWING (20) | SEWING (20) | SEWING (20) | GENERAL HOME ECON. Foods (20) | GENERAL HOME ECON. Foods (20) |
| Mr. Solvesky and Mr. Kruse | MECHANIC WELDING (25) | WOOD (25) | MECHANIC WELDING (25) | WOOD (25) | BIKE (15) |
| Mrs. Truby | TYPING (20) | GENERAL BUSINESS (20) | TYPING (20) | GENERAL BUSINESS (20) | TYPING (20) |
| Miss Mason | LEATHER (20) | LEATHER (20) | LEATHER (20) | LEATHER (20) | LEATHER (20) |
| Mrs. Goucher | TEACHER'S AIDE | TEACHER'S AIDE | TEACHER'S AIDE | TEACHER'S AIDE | TEACHER'S AIDE |
| Mr. Truby | | PHOTOGRAPHY (10) | | | PHOTOGRAPHY (10) |
| Mr. Willow | STUDY HALL | STUDY HALL | STUDY HALL | STUDY HALL | STUDY HALL |

Student's
NAME_____ GRADE_____

APPENDIX C

Career Activity Schedule, Spring, 1974

CAREER ACTIVITY ENROLLMENT, SPRING, 1974

| TEACHER | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| Mrs. Olafson | SEWING (15) | SEWING (15) | SEWING (15) | GENERAL HOME ECON. Foods (15) | GENERAL HOME ECON. Foods (15) |
| Mr. Kruse | MECHANIC (15) | DESIGN (15) | MECHANIC (15) | DESIGN (15) | BIKE (15) |
| Mrs. Truby | BEGINNING TYPING (15) | BEGINNING TYPING (15) | BEGINNING TYPING (15) | ADVANCED TYPING (15) | ADVANCED TYPING (15) |
| Miss Mason | BEGINNING LEATHER (15) | BEGINNING LEATHER (15) | BEGINNING LEATHER (15) | ADVANCED LEATHER (15) | ADVANCED LEATHER (15) |
| Mr. Smith | TEACHER'S AIDE | TEACHER'S AIDE | TEACHER'S AIDE | TEACHER'S AIDE | TEACHER'S AIDE |
| Mr. Truby | | | | PHOTOGRAPHY (10) | PHOTOGRAPHY (10) |
| Mrs. Goucher | STUDY HALL | STUDY HALL | STUDY HALL | STUDY HALL | STUDY HALL |
| Miss Penfield | INDIAN STUDIES (20) | INDIAN STUDIES (20) | INDIAN STUDIES (20) | INDIAN STUDIES (20) | INDIAN STUDIES (20) |
| Mr. Solvesky | DESIGN (15) | WOOD (15) | DESIGN (15) | WOOD (15) | WELDING (15) |
| Mrs. White | | NEWSPAPER (10) | | NEWSPAPER (10) | |

*If you enroll in the following classes, you must enroll for the class each day that the class is offered. Classes are: PHOTOGRAPHY, NEWSPAPER, BEGINNING AND ADVANCED LEATHER, BEGINNING AND ADVANCED TYPING.

STUDENT'S NAME_____ GRADE_____

APPENDIX D

SRA CAREER AWARENESS SURVEY II

DIRECTIONS:

This is a survey to find out what you know about the world of work, what you've done to learn about various jobs, and what plans you have for your own future. If you answer the questions carefully, the results will help you and your school.

There are several possible answers to each question. To answer a question, decide first which is the best answer. Then make a heavy black mark in the circle for the answer you choose. For some questions the best answer is simply what you think of what you've done.

Mark only one answer to each question. If you want to change an answer, erase your first mark as completely as you can before you make another mark. Be sure every mark is inside one of the circles. Do not make any other marks in your booklet.

1. How are the jobs of fisherman, forest ranger, and farmer alike?

   A. They involve working with people.

   B. They involve working outdoors a great deal.

   C. Fewer workers are needed each year.

   D. They do not interest women.

   E. They require a good deal of strength.

2. If a woman wanted to work with her hands, which job would she probably like best?

   A. Taxi Driver

   B. Bank Teller

   C. Secretary

   D. Watchmaker

   E. Librarian

Use the following list of jobs to answer questions 3 - 8

   A. Banker

   B. Doctor

   C. Policeman

   D. Railroad engineer

3. Which job required the most education?

   A. B. C. D. E. Can't Tell

4. Which job requires the most ability with numbers?

   A. B. C. D. E. Can't Tell

5. Which job is held by the most people?

   A. B. C. D. E. Can't Tell

6. Which job is most satisfying to the worker?

   A. B. C. D. E. Can't Tell

7. Which job usually pays the most?

   A. B. C. D. E. Can't Tell

8. Which job will probably need fewer workers in the future?

A. B. C. D. E. Can't Tell

9. How are the jobs of nurse, teacher, and airline stewardess alike?

A. They are open to women only.

B. They require a college education.

C. They often require traveling.

D. They involve helping people.

E. They are hard jobs to get.

10. How are the jobs of carpenter, bricklayer, and plumber alike?

A. Most of the workers belong to minority groups.

B. They require some college training.

C. They are becoming less important.

D. They are low paying.

E. They involve working with one's hands.

11. How are the jobs in a job family or cluster alike?

A. They require similar interests or skills.

B. They require the same amount of training.

C. They pay about the same amount.

D. They exist mostly in one part of the country.

E. They employ about the same number of people.

12. How many jobs could you tell someone about?

A. Hardly any

B. About 10

C. About 20

D. About 30

E. More than 30

13. What do you think is the best way to learn about a job?

A. Read about it.

B. Talk to someone who has the job.

C. Talk to parents or teachers about it.

D. Join a club.

E. Some other way.

14. To get most jobs, you have to stay in school until you finish:

A. Two years of high school.

B. All of high school.

C. Two years of college.

D. All of college.

E. Some courses after college.

15. Which of the following is probably <u>most</u> important in <u>getting</u> a job?

A. How much you can and want to do.

B. How easy you are to get along with.

C. How much education you have.

D. What you're interested in.

E. Who you know.

16. Which of the things listed in question 15 is probably <u>least</u> important to <u>liking</u> a "job".

A. B. C. D. E.

<u>Which of the following would be most important to success in each of the jobs given below</u>?

A. Ability with words

B. Ability with numbers

C. Artistic ability

D. Amount of education

E. Physical Ability

17. Athlete A. B. C. D. E.

18. Cartoonist A. B. C. D. E.

19. Newspaperman A. B. C. D. E.

20. Banker A. B. C. D. E.

21. Mechanic A. B. C. D. E.

22. Do you know what job you'd like to have when you grow up?

A. Yes, I'm sure I do.

B. Yes, I think I do.

C. No, but I have some ideas.

D. No, I don't know at all.

23. Which of the following is probably least important to being happy in your job?

A. Liking what you do.

B. Being paid a high salary.

C. Having a chance to become the boss.

D. Being liked by other workers.

E. Having a steady job.

24. Which of the following is probably most important to being happy in your job?

A. Like what you do.

B. Being paid a high salary.

C. Having a chance to become the boss.

D. Being liked by other workers.

E. Having a steady job.

25. A woman was a salesclerk, then a sales supervisor, and then a store manager. This shows that she:

A. Has changed her line of work.

B. Doesn't really know what she wants.

C. Is probably in the wrong job.

D. Is moving up in her line of work.

E. Has many interests.

Look at the following list of jobs and decide in what order a person would probably hold them. Then answer questions 26 and 27.

A. Reading teacher

B. Student teacher

C. School Principal

D. Classroom teacher

26. Which job would a person probably hold first?

A. B. C. D. E. Can't Tell

27. Which job would a person probably hold last?

A. B. C. D. E. Can't Tell

28. Four of the following belong to the same job family (cluster). Which one does NOT?

A. Actor

B. Dancer

C. Drummer

D. Singer

E. Writer

29. To get a job as a teacher, you have to stay in school until you finish:

A. Two years of high school.

B. All of high school.

C. Two years of college.

D. All of college.

E. One year of school after college.

30. Could you tell someone about the kind of work an adult in your family does?

A. No

B. Just a little

C. Yes

31. Where does your father usually work?

A. At home

B. In an office

C. In a factory

D. Outdoors

E. Don't know or None of these

Use the following list of workers to answer questions 32 and 35.

A. Farmer

B. Auto mechanic

C. Fireman

D. Telephone repairman

32. Which one works for a small company?

A. B. C. D. E. None of these

33. Which one works for himself?

A. B. C. D. E. None of these

34. Which one works for a large company?

A. B. C. D. E. None of these

35. Which one works for a city government?

A. B. C. D. E. None of these

SRA CAREER AWARENESS SURVEY II KEY

| ITEM NO. | KEY | OBJECTIVE | ITEM NO. | KEY | OBJECTIVE |
|---|---|---|---|---|---|
| 1 | B | 4 | 18 | C | 2 |
| 2 | D | 2 | 19 | A | 2 |
| 3 | B | 1 | 20 | B | 2 |
| 4 | A | 1 | 21 | E | 2 |
| 5 | C | 1 | 22 | No. Ans. | 5 |
| 6 | E | 1 | 23 | C | 5 |
| 7 | B | 1 | 24 | A | 5 |
| 8 | D | 1 | 25 | D | 4 |
| 9 | D | 4 | 26 | B | 4 |
| 10 | E | 4 | 27 | C | 4 |
| 11 | A | 4 | 28 | E | 4 |
| 12 | No. Ans. | 3 | 29 | D | 1 |
| 13 | No Ans. | 3 | 30 | No Ans. | 3 |
| 14 | B | 1 | 31 | No Ans. | 3 |
| 15 | A | 2 | 32 | B | 1 |
| 16 | E | 2 | 33 | A | 1 |
| 17 | E | 2 | 34 | D | 1 |
| | | | 35 | C | 1 |

END OF PROJECT REPORT

School: LePera Elementary Date: September 24, 1974

Project Title: LePera Career Activity Program

Project Completion Date: October 1, 1974

| | Funds Budgeted | Actual Expenditures | Funds Available Re-Allocation |
|---|---|---|---|
| I DIRECT COSTS | | | |
| A. Personnel Costs | -0- | | |
| B. Employee Benefits | -0- | | |
| C. Supplies and Materials | $6,145.00 | $6,142.24 | 2.76 |
| D. Travel | 474.00 | 262.02 | 211.98 |
| E. Communications | 125.00 | 53.64 | 71.36 |
| F. Services | 275.00 | 275.57 | .57 |
| G. Final Report Costs | -0- | | |
| H. Other Direct Costs (list) | 2,091.00 | 2,372.00 | 281.00 |
| I. Subtotal, Direct Cost | | | |
| II. INDIRECT COSTS | | | |
| III. TOTAL COSTS | $9,110.00 | $9,105.47 | 4.53 |

Signed Mary E Tarkey
Project Director

Date October 1, 1974